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SCHOOL OF EDUCATION

Thesis

CIVIC VALUES IN THE SOCIAL STUDIES

Submitted by

Rena Althea Decatur
(B. S. in Ed., Boston University, 1930)

In partial fulfillment of requirements
for the degree of Master of Education

1933

First reader - John J. Mahoney, Professor of Education
Second reader - George K. Makechnie, Instructor in Social Studies

Boston University
School of Education
Library

At the beginning of my thesis I wish to acknowledge my indebtedness to several members of the Faculties of Boston University and Columbia University for the guidance and directions which have been helpful in forming the opinion I hold and modes of thinking I have acquired through their instructions.

"The Good Citizen Says

I am a citizen of America and an heir to all her greatness and renown. The health and happiness of my own body depends upon each muscle and nerve and drop of blood doing its work in its place.

So the health and happiness of my country depends upon each citizen doing his work in his place."

--John Cotton Dana, Librarian of the
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CHAPTER I.

INTRODUCTION

Celebrations of Anniversaries Furnish a Survey of Progress

Many cities and towns have recently been celebrating anniversaries of their settlements, and we have been hearing of centenary, bicentenary, and in some cases even tercentenary celebrations. Great effort has been expended in portraying episodes in local history, in exhibiting local products, in recounting local advantages, and in enumerating achievements of individuals and of society which have been made during the years of the existence of the city. The attractions which caused the extensive growth of the community over the period of time of its being have been emphasized and the important products of the community have been advertised far and wide. But much of this has been concerned with material progress; the vital part of the growth of the community has been ignored unconsciously. What hope is there for the future unless the innermost behavior of the community is carefully analyzed, and its problems are liberally studied and amicably solved? There are widespread, underlying perils, lurking quietly, unobserved and unheeded, in every community in the country, and those whose duty it is to guard the community's welfare are coping with them every day, sometimes even risking life itself to do so. Little has been said about the civic and political progress of the community (perhaps it may be because there is little commendable to be said and much to be suppressed or it may be due merely to negligence); but the educational progress of the community has also been overlooked and there is an abundance of evidence that the

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school has gone far in making the community a better place in which to live. It may be that there is plenty yet for the schools to do, but all the educational forces are patiently and incessantly striving to improve local conditions, despite criticism too freely given and in some instances ridicule of honest endeavors. Too much cannot be said of the work they have previously accomplished and of the willingness with which they have labored. If the benefits already secured are to be retained and progress is to be continued, it is now time for the civic and educational forces to unite in their earnest attempts to make better citizens who will live "with malice toward none"[1], and "with charity for all"[1] when it affects their unfortunate neighbors in the community, in the state, in the country, and in fact in the rest of the world.

Much credit must be given for all that has been accomplished through education, but present theories and practices do not always harmonize. There seems to have arisen a divergence of thought in the growth of our educational system. In many cases the ideals lead in one direction, but the actual procedure is moving toward a different end. This is especially true of the social studies.

Purpose of the Thesis

Since theory and practice appear to be quite different, it is the purpose of this study to try to show that leading educators claim that the social studies are taught in the public schools to make better citizens, but the courses of study in the social studies which are now being used in the junior high schools do not provide for training in citizenship and cultivation of civic qualities. The study includes the presentation of the claims of the educators and the examination of several courses of study for

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junior high schools which have been issued recently. Whatever civic values the schools do offer the pupils are attributed to the teachers rather than to the courses of study which are being used.

"The presence in the curriculum of geography, history and civics either as separate subjects, or in a unified course, is justified by the fact that from them pupils may acquire controls of conduct which will tend to insure certain types of behavior that are considered desirable by the social group to which the pupils belong."[1]

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CHAPTER II.

PURPOSE OF THE SOCIAL STUDIES

AS THEY ARE STATED BY EDUCATORS

Social Problems During the Early Days

In the early days of our state life was very simple. The few settlers lived near the shore, their homes were made of the rough but strong timbers of the forest, and their characters had the same qualities. A very good idea of this simple way of living was obtained by those people who came from all parts of the United States to make a visit to the Pioneer Village and the Pequot House which citizens of Salem, Massachusetts constructed in connection with the Tercentenary Anniversary of the settling of the city. In those early days there was plenty of work for all to do merely for the purpose of living, and few people had time to even think of causing serious trouble for the remaining majority. Little was heard of civic trouble. If a man lived peaceably and went regularly to the divine services, he was considered of good quality, for each member of the community knew all the others; he knew their desires and their aspirations; he knew their limitations and their worth. As time went on those who dared to disobey the customs of the community were speedily dealt with, and they were either rigidly punished or banished from the community.

But these simple times were not to last forever. Other people saw the latent possibilities in America, and they wished a share in the potential advantages. Great progress has been made since the little Mayflower dropped its anchor in Plymouth harbor, and a few daring, adventurous men and women built their rude huts on the shores of Massachusetts. As

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population has increased the type of civilization in America has changed, and civic and educational problems have arisen. Interesting though it is, I will not trace the history of government and education for my investigation is intended to treat of modern conditions and situations.

Present Social Problems

1. Society today. As one surveys the present conditions of living with the complex industrial, political, and social demands which are continually overlapping and interweaving, there is plenty of stimulation to set forth the questions:

What has education done for the community?

What more can it do to improve community life?

How can it do more without waste of money, time, and energy?

In these questions we see the past, present, and future of education lying before us. We know the past has made much progress, we are concerned with the present, and we are hopeful for the future. According to the 1930 Census of the United States there were 122,775,046 people in this country. Of the white population (108,864,207) the foreign born numbered 13,366,407 and 25,361,186 of the population were of foreign or mixed parentage; 4,283,753 or only 4.3% of all classes were illiterate. In the state of Massachusetts alone there were 4,249,614 people and 4,051 of them were illiterate minors between the ages of sixteen and twenty-one years. What is to be done with these millions of people who are living together here in this great country? Not much can be done with the older generation; they are not susceptible to change unless it is thrust abruptly upon them, and even then it is very difficult for them to conform to new conditions; their

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reactions do not savor of alacrity and good grace. The members of the present adult population of younger age are quite well satisfied with the way they have been accustomed to regulate their lives, whether good or bad, and they do not care to be told of their shortcomings. So all hopes are rested in the youths who are still in the plastic stage. It is possible for them to be molded, carefully it is true, but nevertheless, gradually into better citizens. They are easily influenced, and better civic conditions must be made the goal toward which they are proceeding; it is upon them that the efforts of both school people and civic workers must be focused.

a. Place for present emphasis. Since it seems only logical through this manner of reasoning to place the emphasis on the training of the youthful members of society, there must be more practical instruction with definite goals toward which the teaching is progressing. It is too serious a problem to be left to chance and faith in God that all things will come out right in the end. The instructors must bestir themselves and get into action. They cannot continue to teach the three r's -- reading, 'riting, and 'rithmetic -- and feel that their work is well done. The educators and politicians are the most prominent people in the community, and if they work together, much good can be done because the youth are for several hours each day under the influence of the teacher whose personality and instruction should guide them to become better citizens. "While politics is struggling with the problem of organizing liberty in laws and administration, education must labor to breed it into the spirits of the young, with the hope that each generation may surpass its predecessors in the capacity for freedom. This is the most fundamental problem of American education."[1]

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A drive against illiteracy has been successfully carried on during the years our country has existed, and Massachusetts has been one of the leaders in the progress of education. In this type of procedure there is reason to believe that much has been accomplished, but, says Franklin Bobbitt, "in matters of citizenship, we are as yet, figuratively speaking, mostly a Nation of unschooled, unpracticed civic illiterates, with a fragmentary training picked up mostly through incidental contacts and desultory reading."[1] Since the attack upon illiteracy has produced good results, just as much can be done to improve the standard of citizenship if the problem is approached with the proper spirit. The average person today thinks not of his dependence upon the rest of mankind for his welfare. He does not realize how this great country has increased in area and population within the last century and how this increase affects him. Nor does he even appreciate the comfort and complexity of the present mode of living, but accepts everything indifferently because he has gradually adjusted himself to each change as it came. He has to be helped in understanding such important questions as --What is the chief reason for education? and What return are the schools giving to the taxpayers for the money spent on them? --The first question may be very quickly answered by stating that education is an active influence in developing better citizens for our great country, but the second question requires much more explanation. Today there is a great cry against the cutting of school expenses lest the children suffer, but the leaders in education are not making clear to their supporters the reasons for spending large sums of money to maintain good schools. They do not show that the taxpayers are really the ones who will suffer if education ceases to function well. There is plenty of evidence in the civic

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and social lives of our people today to prove that much more education and better trained teachers are two great necessities if democracy is to endure.

The Social Studies Group Explained

During the adolescent period of a child's life there are feelings of restlessness and vivaciousness. He wishes to be doing something, and it is the right time to provide an opportunity for him to use his energy in a profitable way. The organization of the junior high school must heed this fact, and the social studies can aid by furnishing means for the child to participate in worthwhile activities. Through experience he will then acquire those qualities which will be of most value to him, and he will learn to assume such responsibilities as will appeal to him. Professor John Dewey makes it plain that "activity calls for the positive virtues -- energy, initiative, and originality -- qualities that are worth more to the world than even the most perfect faithfulness in carrying out orders."[1]

The social studies are now regarded as the soul of education, the very center without which it is impossible to acquire the essential knowledge, habits, and ideals which would insure right civic reactions. Most progressive school systems have held the social studies in high favor because "the subject-matter has seemed to connote social intelligence and socially desirable attitudes and behaviors."[2] The term "social studies" has come into usage within the last twenty years. The meaning of social as used in social studies has been stated by Lois C. Mossman as -- "Anything which promotes ease of living, better group relationships, greater physical comfort, or greater satisfaction in doing the work necessary to provide the conveniences and necessities of comfortable living for man may truly be called social."[3]

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[2]Philip W. L. Cox, "The Junior High School and Its Curriculum", p. 61.
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A definite program for teaching the social studies usually begins in about the seventh grade and continues through the eighth and ninth grades. The Committee on Social Studies (1916) defines the social studies as "those whose subject matter relates directly to the organization and development of human society, and to man as a member of social groups."[1] (This report has instigated much of the present reorganization in the social studies.) The social studies are generally interpreted to mean history, geography, and civics though in some places there is the addition of elementary economics. Of these history seems to claim the greatest amount of time and emphasis. There is an increasing tendency toward the fusion of these courses under the single subject of "social studies" which is taught by one teacher. History and geography are so closely affiliated that it is impossible to teach one without teaching part of the other, for each is dependent upon the other; especially is history often the result of geographical conditions, and the history of many nations is clarified only by studying the geography of that nation. As to civics, civilization has progressed so rapidly that today people are obliged to think of world citizenship and to regard their own particular group as part of the entire world. So their relation to other large political groups of the world as well as of the nation must be studied together with the resultant reactions toward them. In the fusion or correlation of history, geography, and civics, geography becomes the background for history and civics; it furnishes the natural setting for history. Topography, climate, and natural elements are responsible for many features of our historical accounts. On the other hand, history narrates the story of the progress of the world and shows the rise and fall of many nations on the earth. Civics treats of

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the great governments of the world both past and present, though the present is most emphatically pursued. The present trend toward citizenship, the qualities which good citizens should possess, and the activities in which they should engage brings to civics the personal element and gives it new life and more vitality. Through the study of social problems which have real significance for them, pupils cannot help absorbing those ideals and attitudes which will guide their future lives and help them to solve the social, civic, and economic problems in their adult life.

Professor Roy Hatch favors the fusion course, and Dr. Harold O. Rugg[1] does not limit fusion to history, civics, and geography, but believes in selecting a unit to study and then assembling materials from all subjects which have valuable contributions for developing the unit. I will not discuss the advisability of using either the fused or separate subject arrangement, but will merely note for those who care to study further that Professor Edwin H. Reeder has assembled arguments for both sides of the question of fused or separate subjects which he presents in "Shall We Discard the Traditional Subjects of Study in the Upper Elementary School?"[2]

[1]Harold Rugg, "Do the Social Studies Prepare Pupils Adequately for Life Activities?", Twenty-Second Yearbook of the National Society for the Study of Education, Part II, pp. 1-27.
[2]Edwin H. Reeder, "Shall We Discard the Traditional Subjects of Study in the Upper Elementary School?" Teachers College Record, XXX (Jan. 1929), pp. 310-321.

the great governments of the world both past and present, though the present is most emphatically pursued. The present trend toward citizenship, the qualities which good citizens should possess, and the activities in which they should engage brings to civics the personal element and gives it new life and more vitality. Through the study of social problems which have real significance for them, pupils cannot help absorbing those ideals and attitudes which will guide their future lives and help them to solve the social, civic, and economic problems in their adult life.

Professor Roy Batch favors the fusion course, and Dr. Harold O. Rugg[1] does not limit fusion to history, civics, and geography, but believes in selecting a unit to study and then assembling materials from all subjects which have valuable contributions for developing the unit. I will not discuss the advisability of using either the fused or separate subject arrangement, but will merely note for those who care to study further that Professor Edwin M. Reeder has assembled arguments for both sides of the question of fused or separate subjects which he presents in "Shall We Discard the Traditional Subjects of Study in the Upper Elementary School?"[2]

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Purpose of History

We are beginning to place emphasis in American history upon development[1]--political, economic, and social -- of the country. If we intend to emphasize growth and progress, we should pass from the period when teachers spend their day teaching facts to children and the lesson hour is filled with questions and answers. In progressive schools children are being aided in understanding the development of a subject, and emphasis is being placed on activity rather than on acquiring the ability to answer a certain list of questions (often memorized through constant association and repetition). Through the study of history a child should widen his scope of understanding and broaden his vision. No objectives for history have been selected scientifically to my knowledge, but many have been set forth. Mary G. Kelty[2] has listed the following: "an understanding of present-day institutions,[3] the habit of weighing evidence and seeing all sides of the question, 'social experience',[4] and the love of reading." These may or may not be of civic value according to the use the teacher makes of the historical materials. "History is the comprehensive story of man's struggle upward from the savage to knowing and willing master of his own fate."[5] Because of its very nature it requires the pupil to exercise his imagination and place himself in the position of some other person or group. After many such vicarious experiences he forms ideals which in turn stimulate his own action in a similar direction. By studying the progress of the world from its beginning to the present time, he begins to realize his inheritance from this great world. This helps him to understand himself through understanding his heritage. He can then form his own philosophy of life.

[1]Carl R. Fish, "History of America", p. 3.
[2]Mary G. Kelty, "Teaching American History in the Middle Grades", p. 3.
[3]H. C. Hill, "History for History's Sake", The Historical Outlook, XII (December, 1921), pp. 310-315.
[4]Franklin Bobbitt, "How to Make a Curriculum", p. 115.
[5]Edgar Dawson, "Teaching the Social Studies", p. xv.

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"In the United States, since about 1912, history has been turning more and more to an explanation of vital current problems. In that direction we have probably gone farther than any other people."[1] History furnishes material which will give the children information about many problems in everyday life. The ones most frequently under discussion are banking and currency with its inflation and deflation, high and low tariff, and the many kinds of taxes. It is quite essential to understand such problems which are continually being put before the voters for their action. It is also necessary to know historical events and people who have contributed much to our country's welfare if full understanding of some of the articles in our daily papers and magazines is to be gained. Some writers and politicians so change the narration of the historical facts to suit their own purposes that the individual must study out the truth for himself. In chapter VII of the Third Yearbook of Department of Superintendence (N. E. A.) much valuable material is given, including the results of twenty-five studies which have been made in the Social Studies. In these are listed important men and events of history most frequently referred to in present-day writings, minimum essentials in history, and "historical knowledge essential for the intelligent understanding of Civic Problems." (Study No. 12)

It is essential for pupils to know important historical events and understand current problems if they are going to be able to make wise judgments and form good opinions.

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"To the youth of our land, no civic lessons are more vital than those which lead them to distinguish between selfish authority based on egotism, and real authority guaranteeing justice and protection, to all. It is equally vital that they be led to distinguish between that splendid ambition inspiring to noble endeavor, and the ruthless ambition which tramples relentlessly on the rights and privileges of others."

--Emma V. Thomas - Tindal and Jessie Du Val Myers[1]

[1]Emma V. Thomas - Tindal and Jessie Du Val Myers, "Junior High School Life", p. 94.

Purpose of Civics

Civics has received much emphasis in our school systems because educators claim that pupils receive training in the duties, responsibilities, and privileges of citizenship through studying this subject. "Civics is closely correlated with history, for civics is history in the making."[1] A good civic education for each and every normal citizen is essential in a democracy like the United States because the selection of the chief officers of the government is in the hands of the people, and the vote of a poorly educated person is equivalent in value to the vote of the best educated person within the boundaries of the republic. The youth should be taught to love their country, and to reverence the great men of both the past and present who have striven or are striving to make their country the best on the earth. "Respect for those in authority, and for the laws whose ministers they are cannot be taught too fully to the young."[2]

Because the citizen in a democracy has greater duties and obligations, civics has come into its own. The elimination of religious teachings in the public schools has thrown upon civics the added feature of providing moral training for the youth. Emphasis in civics has shifted from the structure of the government to the functions of the government and the qualities of a good citizen. There is no reason why children should not understand that they are in truth citizens of this great nation, and because of this they are potential voters who will assume all the rights and privileges at the proper age. As citizens they must assume responsibilities in connection with their home, their school, their church, and their community. They must feel that it is their duty to cultivate all the desirable qualities which will tend to make them better citizens, more intelligent

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"From the very earliest life of the child in school, to the very last day he continues in it, the management of the school itself, in all its relationships, in the classroom, on the playground, etc., ought to be such as to tend steadily toward developing the social instinct and the social attitudes which will finally blossom into the fruit of perfect citizenship;"[1] if not perfect, at least an approach to perfection can be made. There is constantly arising among children social situations and problems which require careful understanding, wise judgment, and profound tolerance in their solution.

The wise teacher will use the social organization of the group in her room to aid in establishing suitable rules and means of social control to the end that law and order, courtesy, and all the other desirable virtues may be instilled in each member of the group. Civic education is the preparation for desirable behavior in group life whether the group be large or small. Through participation in small social groups of the school, the children form social habits, attitudes, and ideals which determine their behavior in larger groups of more varied types, and the value of their adult lives to a democracy such as ours.

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"Geography is the study of the earth as the home of man."

--Alexis E. Frye[1]

[1]Alexis E. Frye, "Grammar School Geography", p. 1.

Purpose of Geography

The effect of geographical conditons on the progress of society may be seen through the study of history and civics. Most courses of study in the social studies devote much time to history; civics and geography become contributory subjects. In some courses civics and citizenship predominate; few emphasize geography. Yet it is quite essential to discover the natural laws and principles which affect man's life on the earth and his dependence on the products of the soil. The chief objectives of geography are to arouse interest in the workings of nature in other types of civilization and to show the interdependence of these types. Thus, through studying other peoples and their ways of living, understanding and tolerance can be established by eliciting sympathy. Knowledge of man, his dependence upon his environment and its influence upon him, his ways of overcoming certain features of his environment is closely allied with the history of man's progress on the earth or, in other words, with his heritage from the past.

SUMMARY. The social life of the people has grown very complex since this country was settled. From the time the first settlements were made the schools have been regarded as a means of developing better citizens, and recently the social studies have been considered as one of the subjects which can be utilized most profitably for that purpose. Usually the social studies include history, civics, and geography. History is taught that the pupil may understand past and present conditions and customs, adjust himself to the present way of living, make wise judgments, and gain an interest in history. Civics is taught presumably to make the pupil a better citizen. Geography is intended to broaden his understanding through studying the ways in which other people and nations live and discovering

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their interrelation and interdependence. The social studies are expected to aid in developing all the social and civic qualities which a well-balanced person needs.

CHAPTER XXX.

CIVIC VALUES ASCRIBED TO STUDYING THE SOCIAL STUDIES

The previous chapter has set forth the claims which educators have made in justifying the teaching of the social studies in our schools. Since they have emphasized civics as a means of developing qualities which the good citizen needs, it becomes necessary to find out what these qualities are. Today we are living in a new era called the modern era. Many things are changed, but the basic principles do not change; winds and storms rage, water flows, and fire burns. However, even these man has found means of controlling in a short time or of modifying their ravages. More important by far is the change in human beings. Nature has made them filled with fear, hate, and love. What has man done to direct these for the betterment of mankind? Only through discussion of present-day problems, issues and points of view in debates and friendly groups can these concealed, underlying, destructive, forces be brought out into the open, and either be exalted as right or crushed because they are wrong. Then there is hope for future progress in civic education by way of the social studies. Since it is claimed by recognized authorities that the social studies are especially valuable in developing good citizens, the civic values derived from them must be considered. Children are spurred to do better work when they are working in cooperation, or in competition with other children. First-hand knowledge and appreciation of civic enterprises can be better understood by groups of children who visit public buildings and attend civic meetings with their teachers. Field trips about the community included in the social study course afford opportunity to understand the effect of topography upon

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civic situations; visits to local factories and city departments broaden the vision of the children. Gradually they must become conscious of the benefits they receive and the chances they have to aid others in their community. Learning through association with the real would be most valuable, for Thomas Dudley Brooks in his study of textbooks[1] in civics found that the questions in the books were not of the type conducive to activity which would develop citizenship.

Many writers focus their attention on civic virtues, "for they are the soil out of which the other virtues grow."[2] Worthwhile ideals should be selected; then materials should be chosen to embed them firmly in the children's minds. The traits or qualities listed in order of frequency in a study made in the Third Yearbook of the Department of Superintendence (N. E. A.)[3] are:

> "honesty; knowledge of and an interest and participation in national, state, and local affairs; industry; religious traits, such as reverence for God, Christianity, etc.; loyalty; fairness; initiative; energy; faithfulness; love of others..... To these traits must be added courage, tolerance, intelligence, integrity, openmindedness, good health, willingness to serve, liberal education, cooperation, unselfishness, and character."

The Course of Study of Des Moines, Iowa, lists the following conduct habits and attitudes as the general objectives of the social studies course:

1. Openmindedness.
2. Self-control.
3. Assuming responsibility.
4. Regard for duly constituted authority.

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[2]Rev. Calvin Stebbins, "The Culture of the Civic Virtues". (In 49th Annual Report of Sec. of the Mass. State Board of Agriculture, 1901. Pub. Doc. #4) p. 29.
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5. Perseverance under difficulties.

6. Toleration (regard for rights of others).

7. Scientific attitude (suspended judgment)

    a. Critical attitude.

    b. Investigating attitude.

8. Self-reliance.

9. Faithfulness to an obligation.

10. Thrift

11. Loyalty (to a just cause).

12. Progressive attitude.

13. Square deal -- or fair play.

14. Regard for law.

15. Public service (to others).

16. Public honesty

17. Cooperation (for public good).

18. Respect for expert authority.

19. Acceptance of majority rule.

20. Disposition to associate with others.

21. National conscience (school conscience).

At least one professor dares to question the efficiency of the teaching of these qualities only and claims that the schools don't go far enough; these qualities alone will not make good citizens, there must be much more added to them. Other writers have shown that these qualities may be possessed for bad purposes rather than good, for it must be remembered that a thief is not without honor among his associates if he is a good thief. It is the work of the teachers, aided by civic agencies, to

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try to direct the possessor of these qualities toward a good purpose. So in evaluating civic worth it is necessary to look further and consider more than these qualities, for a man can possess all of them and yet not be a good citizen. He must vote, take interest in civic affairs, and give of himself to the community either as a leader or good follower to be regarded worthwhile. It is not necessary for all good citizens to be good leaders; it takes many more followers who are earnest and interested enough to meditate on civic problems and, having meditated, to express their views in the proper way through the honest expression of speech and the ballot. So we find that we must be concerned first with the right qualities or virtues a good person should have, and secondly with the additional qualities a good citizen should have.

If children possess poor habits, new good habits must replace the old ones. The teacher must recognize that a poor condition exists, then she has a real situation to work with. Professor Roy W. Hatch of Columbia University gives the way to form a habit in three words: "inspiration, information, and participation." He places most emphasis upon the last because he claims that learning through activity is most effective. To help the child acquire an attitude, emphasis must be placed on forming some good habit which is inspired by a suitable ideal. A group of habits formed about each of several closely associated ideals will eventually produce the attitude which the ideals demand through reaction to them. From the social studies it is possible to obtain an abundance of material to aid in developing these attitudes.

We must see that our schools are intentionally providing a means of forming right civic habits and of acquiring right civic ideals. I do

not question the method of teaching, for each individual teacher should be allowed to choose her own method of presentation if her experience permits. One does not wish to dictate to such teachers, but the inexperienced teacher should frequently be shown at least one good way of presentation. However, that is the work for the efficient supervisor who is necessary in every school system that is going to progress, for most teachers can do better work when given the stimulation that only the supervisor who has personal contact with her can give. I am concerned with the course of study rather than the methods of teaching. Although the latter is very important, unless the subjects or units are contained in the course of study, they are likely to be overlooked, and in that case no particular method will be needed in elaboration of the subject. To find out what the courses of study contain, it becomes necessary to examine the material in them. Then it will be easy to see what help they will give the instructor who seeks to improve the civic life of his community. This will be done in the next chapter.

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CHAPTER IV.

EXAMINATION OF COURSES OF STUDY IN THE SOCIAL STUDIES

Ideas of Leading Writers About the Social Studies and Courses of Study in Them

The leading writers of education and its problems seem to agree on several things concerning the present curricula and courses of study. They agree that there is need of civic training, for the citizens are frequently called upon to decide important problems. Professor Roy W. Hatch expresses the opinions of the leading educational people when he says that "Educators have felt that a large percentage of the details of history is valueless, that much of formal geography is equally worthless, and that altogether too large an amount of the old instruction in government never has carried over into constructive citizenship."[1] There is general agreement that revision and reorganization is necessary, and some educators have undertaken the work of doing this great task. Many new curricula and courses of study have been produced within the last fifteen years, and curriculum study and curriculum making is in vogue in many cities. The emphasis in civics now seems to be placed on citizenship, but citizenship of a different type than that which formerly prevailed. Our attention now is turned toward the qualities a good citizen should possess and the kind of a life he should live. We are discarding to a large extent the emphasis placed on the studying of branches of government and the organization of departments of government as a means of educating our people about American living; instead, we are emphasizing group life, moral character, right living, and the help

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[1] Roy W. Hatch, "A Unit-Mission Course in the Social Studies for Junior High School". Horace Mann Studies in Education, p. 3.

individuals can give others more unfortunate than themselves. Civic education and citizenship are common topics of education. What civic education attempts to do is well expressed by John Montgomery Gambrill in the following words: "Civic education should definitely seek to cultivate a scientific attitude in the field of social and political problems, as well as in the realm of nature. It should seek to substitute for pride of opinion, pride in keeping the mind open, willingness to investigate, to collect evidence, to weigh, and to judge. It should seek to arouse and stimulate curiosity and a questioning interest, instead of instilling conventional doctrine and discouraging inquiry. It should seek to guard against the impulses of instinct and emotion, and encourage rational thought and behavior."[1]

Civic education in the junior high school usually takes some form of community civics. The child appreciates his home, his school, and his neighborhood because he has close contact with them, so these have become instrumental in forming his civic knowledge, habits, ideals, and skills. Some authorities think that school life should be about the same as life outside of school in the community, and organized on the same basis. This is true to a great extent, but there must also be emphasis in school upon worthwhile ideals of behavior or thought which will tend to raise the intellectual and civic level of the community. These must always be the ideals which the well-planned school is gradually approaching day by day. They must be the end toward which the school is working, and all aims of the school must be determined in accordance with these ideals. The pupils must participate and cooperate with others either by actually doing civic acts or by receiving stimulating reactions through the imagination which has been guided by a skillful teacher who is very much interested in civic

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affairs. Writers agree that aims should be short and specific if they are to have any value for the teacher. Incentives, captions, slogans, etc., intended to stimulate children's emotions, should also be short and definite.

There seems to be general agreement that more reading of supplementary materials should be provided for in the courses of study and that activities and investigations should continually be engaged in with the intention of supplying a means of learning the elements of good citizenship, that the child may acquire the habits and qualities of a good citizen. There is general recognition of civic worth in extra-curricula activities and "social recitations."

Various committees have made studies of civic education and thereby brought about changes of procedure. The American Historical Association, The American Political Science Association, the United States Bureau of Education, and other educational groups have been active agencies in changing the civic emphasis toward community civics to secure citizenship values. Emphasis is placed in the junior high schools upon the function of the local (and later the state) governments. A very good account of the social studies may be found in "The Improvement of Civic Instruction in Junior and Senior High Schools" by Arold W. Brown.

There seems to be two opinions among educators. The conservatives feel that all our troubles -- crime, divorce, lawlessness, lack of interest in government, etc. -- came about because of the new ideas of pedagogy which favored building the curriculum around the interest of the child and in this way lessened the rigid discipline which dominated early education; they urge retrenchment to strict discipline and the old type school. The radicals feel that all the evils of modern society are due to modern inventions

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and machinery and they urge the schools to improve the changed social conditions through guidance of the youth in their formative period to meet these changes. Only time can reveal which is the most expedient solution of the problems of present social life. Professor Snedden censures all modern writers on citizenship for "their vaguely aspirational thinking, their loose-generalizations."[1] He says they must do more analyzing and considering of concrete issues before there can be civic education of any great value. Many of our present difficult situations have been brought into being because of intolerance and misunderstanding. It is not always easy to view problems as our opponents do, for we are not able to comprehend their viewpoints; we are on the opposite side of the matter and look from the opposite angle. Our opinions are exactly contrary to each other, yet if we took the interest to investigate more thoroughly, it might be possible that our opinions could be modified enough so we at least could be more patient and tolerant toward the opposing force even though we could not agree entirely with their convictions. There is an urgent need for more understanding and tolerance in our relationships in this present struggle for existence; and only to the extent that we understand and aid our neighbors has civilization reached a high degree. Some way must be found to integrate the groups of various capacities, abilities, and tendencies if there is to be a unified democracy in America.

The state is responsible for the type of education existing within its confines. Therefore it should, without any question, have the right to pass and enforce such laws regarding the education in the public schools as are deemed essential. In many places not only educational writers, but the state has become interested in the use of the social studies to improve

[1]David Snedden, "Good Citizenship", -- How Good? Educational Review, March, 1925.

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civic conditions. Legislation has been enacted, courses of study have been made, and valuable help has been given with the intent of improving citizenship. Today there is another problem to be reckoned with. American life and welfare is affected more by the complexity of foreign affairs and foreign relations than at any time during the history of the country. Time and careful manipulation of government affairs are essential in solving this problem.

SUMMARY. Leading writers of education seem to agree that:

1. there is need of civic training.
2. there is need of revision and reorganization of the courses of study.
3. emphasis should be placed upon instilling qualities of good citizenship for right living.
4. aims should be short and specific.
5. there is need of more reading of supplementary material.
6. activities and investigations are desirable.
7. extra-curricula activities are valuable.

They disagree upon the method to be used and align themselves in two ways.

The conservatives urge return to strict discipline and the old type school.

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Courses of Study in the Social Studies

Selected for Study

These Courses of Study in the Social Studies are selected without reference to their location other than the fact that they come from cities or states within the United States where courses in all three subjects -- History, Civics, and Geography -- are available. However, all are of Junior High School level and are of recent date. They are not selected because of any previous knowledge of their characteristics or evaluation among other courses. The sole purpose of analysis is to find their civic values if they have any.

The following Courses of Study in the Social Studies are to be analyzed:

Name	Grades	Date
Horace Mann School, New York City	VII, VIII, IX	1926
Dayton, Ohio	V, VI, VII, VIII	1927
Baltimore, Maryland	VII, VIII, IX	1925
Berkeley, California	VII, VIII, IX	Aug. 1926
State of New Jersey	VII, VIII	Sept. 1920
Des Moines, Iowa. History & Civics	K. to VIII Inc.	July 1922
Des Moines, Iowa. Geography	All grades	July 1922
Lakewood, Ohio	VII, VIII, IX	1925
Salt Lake City, Utah	I to IX Inc.	Sept. 1924
Toledo, Ohio	VII, VIII	1925
State of New Hampshire	VII, VIII	1924

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When analyzing a course of study due consideration must be given to the facts to be taught, the reasons for teaching them, and the provisions for learning them. But along with these and closely connected with them are certain "concomitant learnings" which are frequently of greater value. It is more essential that a child learn to like history, geography, and civics than that he know all the facts about the subjects, for what he really likes will continue to interest him long after he has left the influence of the school and the teacher. These "concomitant learnings" become a greater part of him than the facts learned because they establish habits of work and thought. They create social and civic ideals.

All educators realize that there are at least two kinds of instruction by means of which learning takes place -- incidental instruction and intentional instruction. The pupils unconsciously absorb the former, but the instructor must have a definite purpose or aim and logical intensive concentration on this purpose if the latter or intentional instruction is given in any subject. If there is to be intentional instruction aiming toward better citizenship, there is need to study the materials which are now available for the use of the alert instructor.

Chapter three set forth the civic values which are claimed to be obtainable from the social studies. The following examination of modern courses of study in the social studies is made to discover their worth in teaching these civic values.

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Analysis of Each Course of Study

I.

Place: Salt Lake City, Utah.

Title of Course of Study: History and Civics, Geography, Nature Study, Arithmetic.

Grades: I - IX

Date: Sept. 1924.

Type of Course: Separate subject, projects and problems included.

How Course Was Made: By committees of teachers selected by supervisors.

Basis for Selection of Material: Not given.

Note: Geography outline is more thoroughly developed than History or Civics. It has only general objectives indefinitely stated. Problems are stated for most big topics but suggestions are given that problems arising from pupils are more vital. It states the value of correlation with other subjects. Names of pictures, stories and poems are given. Lists of textbooks and references are given, also lists of places to visit which have local historical, civic, and geographical importance. A few activities are listed. Explanation of use and suggestion of method is lacking.

Inadequate civic outline, but social importance is claimed frequently. (Merely a skeleton outline.)

Civic Values: The description of history and civic worth at the beginning of the Course of Study gives many worthwhile aims for history as --

"cultivates the habit of accurate observation and analysis in the search of truth."

"develops reasoning power, discrimination, and judgment."

Analysis of Mass Courses of Study

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Date: Sept. 1924.

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"Cultivates the habit of accurate observation and analysis in the search of truth."

"Develops reasoning power, discrimination, and judgment."

"supplies an intimate and thorough knowledge of the origin and nature of present conditions and institutions."

contributes to society "through the conservation of the high ideals and principles of the past -- for the future guidance of mankind."

"should develop in the child a growing understanding of his relations to his geographical and social environment."

provides opportunities for "visualization of localities, persons, situations, and events."

places ideals vividly before the vision of the youth that they may choose "the best examples for their guidance."

Though these aims are presented the outline of the course for each grade in no way attempts to develop them. The very brief outline of the work to be accomplished in a grade is of very little historic or civic value.

The course urges presentation of such parts of history as "are related to the interests of the child". However, the outline of the course neither provides nor suggests any way of determining the parts which might appeal to a normal child. No ways of presenting historical material to the children are given.

The study of history (says the foreword of the outline) should result in patriotism, "loyalty to native land", "consciousness of world-citizenship", "love and appreciation of justice, honesty, kindness, and reverence, and in a softening and gradual elimination of national and racial prejudice." The outline of the course does not begin to treat of any of them.

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The use of "dramatization, the tableau, the pageant, the poster, and the project" is suggested as a means of producing mental and muscular activity, but no specific suggestions are given to aid in any of these types of work in the upper grades.

Current Events are listed as useful for daily discussions, but the way of handling the subject is not described. In general, the outlines for both history and civics for grades seven, eight, and nine are so short that they become merely lists of topics and books. All teachings of civic worth are entirely in the hands of the teacher who is given very much freedom in following the outline. Civics is confined almost entirely to the study of forms of local government.

The outline in geography for grade seven has been more fully developed and the problem method is offered as a way of presenting the subjects. The outline is made in topical form, but problems are inserted in several places. Several problems are listed which could profitably be undertaken in any class, but many of them are only good questions.

Many references and general hints for review (as use of stereoscopes and picture slides) are given. The references, however, are to other geographical materials rather than to any civic materials. The emphasis seems to be upon understanding geographical facts which are listed in the topics, and much work on map making from memory is suggested. Doing this trains the memory; it has little civic value.

Geography is completed at the end of the 7B class.

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II.

Place: Toledo, Ohio.

Title of Course of Study: History with related Geography and Civics.

Grades: VII - VIII.

Date: 1925.

Type of Course: Unit-Problem.

How Course Was Made: Not given.

Basis for Selection of Material: To furnish a background to help understanding of present- day problems.

Note: No definite objectives are stated. Minimum essentials are given. Projects and activities are listed for adaptation to individual ability and interests. Correlation with literature and reading is provided through suggested literature lists and appropriate recreational reading lists. References are given for both teachers and pupils. An entire unit is developed to aid the teacher in using the outline. The outline of the unit is given for pupils. It also gives tests to be given and maps to be developed with the class in connection with the type unit.

Civic Values: This course of study states at the beginning it intends to teach desirable qualities of citizenship indirectly through presentation of thrilling historical stories which reveal certain characters displaying definite civic attitudes and qualities. But nothing is said about these stories in the outline; they are merely cited in the supplementary readings. The outline is made up of topics which designate knowledge of facts, and the history is presented that it may become a background for the understanding of present-day problems. (It is not organized around them.)

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Little geography is taught during the seventh and eighth grades, and no mention is made of Africa, Australia, or South America. What geography is outlined is mostly place geography; this is revealed by the frequent use of the word "location". Little chance is furnished for the pupils to sense the way people in other countries live and feel. There is no stimulus to arouse the kind of imagination that would create emotional response capable of improving the civic behaviors of the pupils and of furnishing civic ideals for them. When geography is very closely related to history, much valuable knowledge and interesting material is omitted because there is no chance to connect it logically to the organized outline.

The civics accompanying grade eight cannot instill good citizenship qualities in pupils. The topics listed under "Civics" are too far away from the interest of the individual pupil to make much impression on him. He may discuss the topic and understand it, but it will make little difference in his own life and civic development. Some of the topics listed for study are:

Duties of Secretary of State.

Power of Senate to Ratify Treaties.

President's Annual Message.

How Is a Territory Governed?

How a Territory Becomes a State.

The above are interesting topics, but knowledge of the facts connected with them will not alone make good citizens. Little can be obtained from them which has a direct influence on the citizenship of the pupil. Because he studies such topics does not insure correct civic habits on his part.

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In studying the civics outline for grade VII I found the following:

Unit I -- Outside activities and good civic qualities provided for.

Unit II -- No work in civics.

Unit III -- No work in civics.

Unit IV -- No work in civics.

Unit V -- No work in civics.

Unit VI -- No work in civics.

Unit VII -- No work in civics except the study of the making of the Constitution, and the departments of the national government. 4 weeks.

Unit VIII -- Entirely devoted to the study of departments of the city government. 4 weeks.

At the beginning of the seventh year when the class is working on the first unit of history (which is about the Crusades), the unit in civics provides some suggestions for community activities in which the pupils could participate. It looks as though a good start could have been made whereby the pupils might have obtained some worthwhile civic qualities, but when civics is again presented about eight weeks before the close of school it takes the form of studying the departments of government and their organization in detail. Most of the study lends itself to fact knowledge rather than to civic ideals.

Many of the activities listed throughout the course should not be classed as such.

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III.

Place: New Hampshire State.

Title of Course of Study: Social Science: U. S. History, Community Civics, Geography, Vocational Civics.

Grades: VII - VIII.

Date: 1924.

Type of Course: Separate Subject.

How Course Was Made: Not given.

Basis for Selection of Material: Notgiven.

Note: General objectives are given in the introduction. Definite standards are set for learning subject-matter. Provision for much biographical study of heroes is given. Topical method of study urged because of practice in using books, learning historical facts, and reasoning with these facts. Special directions are included for the use of questions, debates. discussions, supervised study, socialized recitation, current events, maps, and standard tests. References for pupils and teachers include books, magazines, and tests.

Civic Values: This course in history is a skeleton outline in topical form composed almost entirely of names of men and events connected with them. The emphasis is placed on the events instead of upon the desirable personal qualities of the men. Standards are set, but they consist of the amount of work to be accomplished during a certain period of time; there is no civic value in that.

The only evidence in the history outline (grades 7 and 8) of teaching to obtain any civic values is found in suggestions for conducting a class. Supervised study which will aid "initiative, reasoning, and

III.

Place: New Hampshire State.

Title of Course of Study: Social Science: U. S. History, Community Civics, Geography, Vocational Civics.

Grades: VII - VIII.

Date: 1924.

Type of Course: Separate Subject.

How Course Was Made: Not given.

Basis for Selection of Material: Not given.

Note: General objectives are given in the introduction. Definite standards are set for learning subject-matter. Provision for much biographical study of heroes is given. Topical method of study urged because of practice in using books, learning historical facts, and reasoning with these facts. Special directions are included for the use of questions, debates, discussions, supervised study, socialized recitation, current events, maps, and standard tests. References for pupils and teachers include books, magazines, and tests.

Civic Values: This course in history is a skeleton outline in topical form composed almost entirely of names of men and events connected with them. The emphasis is placed on the events instead of upon the desirable personal qualities of the men. Standards are set, but they consist of the amount of work to be accomplished during a certain period of time; there is no civic value in that.

The only evidence in the history outline (grades 7 and 8) of teaching to obtain any civic values is found in suggestions for conducting a class. Supervised study which will aid "initiative, reasoning, and

judgment" of the pupil if it is accompanied with proper supervision, the socialized recitation, debates, and discussions are suggested as ways through which good citizenship may be acquired. But these suggestions are allied with method rather than with the materials in the course.

The civics outline is not very long, but it could be enlarged so that it would provide for closer contact with the community than most outlines in civics. The elements of welfare as health, protection of life and property, education, recreation, civic beauty, wealth, communication and transportation, the unfortunate, and the delinquent are included. Topics like these would interest pupils and cause them to form many wise judgments if enlarged sufficiently, but there is no provision for participation in any activity which will actually help them to develop civic qualities. The course consists of many generalities which might be profitable, but they are not developed.

The course states that it is arranged to enable the pupils to acquire good citizenship, but in reality the course merely presents a meagre outline and leaves the rest to the teacher. It advises her that she should furnish opportunities to study lives of great men; to understand political, social, and economic conditions; and to acquire ideals of working unselfishly for the good of the greatest number of people, but no provision is made in the outline for helping her to do this.

The course is organized for the discussion of the formation and duties of the departments of government, but only general suggestions are given for participation in any useful service.

The geography outline is of little civic value.

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The course is organized for the discussion of the formation and duties of the departments of government, but only general suggestions are given for participation in any useful service.

The geography outline is of little civic value.

IV.

Place: New Jersey State.

Title of Course of Study: Geography, History, and Civics.

Grades: VII - VIII.

Date: June 1920.

Type of Course: Separate subject.

How Course Was Made: By Assistant Commissioner of Education and three teachers of the State Normal Schools in the state.

Basis for Selection of Material: Because of its value in familiarizing pupils with geographical, historical, and civic importance of New Jersey.

Note: Sketches are given of products and institutions of New Jersey.

Outline of subject matter is very meagre.

Problems and projects are given.

List of references is given.

Civic Values: This course includes the geography, history, and civics of the state. Three general aims are given.

Several pages of text are included to furnish the facts which the pupils are expected to learn. The material is descriptive. It describes the progress the state has made. This history is of the past; the present is entirely ignored, and the present is the time in which the pupils are living.

Civics is treated as the study of the various departments of government: city, county, and state. The organization and functions of different boards form the rest of the outline. Citizenship and the duties of the citizen are only mentioned. No attempt is made to develop either of the

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Civics is treated as the study of the various departments of government city, county, and state. The organization and functions of different courts form the rest of the outline. Citizenship and the duties of the citizen are only mentioned. No attempt is made to develop either of the

topics although one of the general aims of the course is to make better citizens.

Though this course of study applies to only one state, it conforms to the characteristics of the other courses studied.

V.

Place: Berkeley, California.

Title of Course of Study: Social Studies.

Grades: VII - VIII - IX.

Date: August 1926.

Type of Course: Separate subject.

How Course Was Made: By the classroom teachers of the social studies.

Basis for Selection of Material: Study of modern progressive theories.

Study of experience of other cities leading in education.

Experimentation in Junior High School of the city.

Study of scientific investigations already made in other places.

Note: Aims are stated. Course intends to give more emphasis to geography, to change historical method from chronological to topical form. Emphasis is on citizenship as part of history teaching. Books and magazines, problems and activity subjects are listed. Outline is given in current history. Very good list of objectives in community civics -- both educational and ethical is also included. Eight ethical objectives are given, each well selected and instruction in each is provided for in from two to five subtopics.

Civic Values: The aims of this course are very fluently expressed and lavishly supplied. There are general aims, aims for each subject, and aims for each unit or topic. In fact they are the best part of the course for the development of the unit is a skeleton outline of two or three word topics. These short topics serve as reminders so that no part of the

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material will be omitted. In no way do they really furnish any worthwhile development of the subject. The aims are elaborated too much and the outline of material intended to develop these aims is not developed enough. The objectives for community civics in the eighth grade are presented under two heads: educational and ethical. There are three educational aims which are definitely expressed and eight ethical aims, every one of which has sub-topics ranging in number from two to nine. Thus thirty-four sub-topics are listed as ethical objectives. The outline which is given to develop the aims consists of one or two word topics suggestive of fact knowledge grouped under either departments (legislative, executive, or judicial) or agencies (educational, industrial, social welfare, public safety, transportation, public utilities, public finance, or recreation) of school, city, county, state or nation as the case may be. Fourteen projects are listed presumably for the purpose of developing the eight ethical aims with their thirty-four associated aims. This makes rather a large number of aims to be fixed in the teacher's mind or to be developed by fourteen projects.

It is evident that the teacher is responsible for the development of the one word topics listed, but the course offers no suggestions for developing the large number of objectives presented as desirable.

The pupil activities listed are very indefinite and, like many of the topics in the outline, are expressed in one or two words. They are:

1. Collateral Reading.
2. Oral Reports.
3. Written Reports.
4. Posters.
5. Dramatization
6. Scrapbooks.

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VI.

Place: Horace Mann School, N. Y. C.

Title of Course of Study: Social Studies in Horace Mann Junior High School.

Grades: VII- VIII - IX.

Date: 1926.

Type of Course: Fused Unit (not correlation).

How Course Was Made: By R. W. Hatch, head of history and civics department in the Horace Mann School and DeForest Stull, associate in geography in Teachers College.

Basis for Selection of Material: Worthy objectives are presented to pupils who obtain the materials from geography, history, and civics which develop the objective. The subject matter becomes the development of the objective.

Note: Chief objective is training in citizenship. Classes are organized in groups. Participation and activity are means of acquiring good civic habits. Subject matter, selected from every suitable source, is grouped around problems. Emphasis is upon ideals, civic habits, citizenship activities, and current events. Summary of objectives and method are: "Find the facts. Filter the facts. Fuse the facts. Follow the facts." Reference lists and magazines are given.

Civic Values: This course of study is arranged for the purpose of developing the objective of citizenship. Groups are organized to develop leaders and to cultivate the civic virtues. These groups participate in projects in citizenship and discuss the progress they have made and the results they have obtained in a socialized recitation. They assemble materials from all possible sources which will help to solve the problem which confronts

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Basis for Selection of Material: Worthy objectives are presented to pupils who obtain the materials from geography, history, and civics which develop the objective. The subject matter becomes the development of the objective.

Note: Chief objective is training in citizenship. Classes are organized in groups. Participation and activity are means of acquiring good civic habits. Subject matter, selected from every suitable source, is grouped around problems. Emphasis is upon ideals, civic habits, citizenship activities, and current events. Summary of objectives and method are: "Find the facts. Filter the facts. Fuse the facts. Follow the facts." Reference lists and magazines are given.

Civic Values: This course of study is arranged for the purpose of developing the objective of citizenship. Groups are organized to develop leaders and to cultivate the civic virtues. These groups participate in projects in citizenship and discuss the progress they have made and the results they have obtained in a socialized recitation. They assemble materials from all possible sources which will help to solve the problem which confronts

them. The course of study is organized around problems which are selected because of the contributions they can make toward forming good citizenship habits.

The socialized recitation gives a chance for practice in social relations and skill may be acquired in meeting other people in a social way. Thus civic objectives are developed in a natural way; the children are interested in some useful project, and group activities are in progress continually. The social studies program of this school is organized to develop the civic objectives which it terms worthwhile. There are evidences throughout the course of a conscious effort to develop good citizens.

Current events are used to stimulate interest in present-day problems and to develop civic understandings and appreciations.

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VII.

Place: Baltimore, Maryland.

Title of Course of Study: The Social Studies (History and Civics).

Grades: VII - VIII - IX.

Date: 1925.

Type of Course: Separate subject.

How Course Was Made: By a committee composed of representatives of Senior and Junior High Schools.

Basis for Selection of Material: Not given.

Note: Definite objectives are given. Minimum, average, and maximum assignments and requirements are given. Provision for current history is made. Problems are fully developed with many topics and sub-topics. Activities are provided. Problems of the city are discussed from civic standpoint. Textbook references, and teachers' and pupils' references are included.

Civic Values: This is a very complete course of study arranged to meet the needs of a class which has three separate ability groups. The civics work of grade nine is almost entirely composed of understandings of government and civic functions. The emphasis is placed upon acquisition of knowledge rather than upon development of good civic habits. Some problems and activities are presented, but they would not be capable of making much change in the civic habits of the pupils because they are activities which emphasize the knowledge of facts instead of performance of civic acts. Civic agencies and groups outside the school are discussed, but there is no evidence of any cooperation with the school.

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History is taught as a separate subject. Emphasis is upon historical facts and understandings. The course is full of interesting material, but there is very little material selected with the intention of making better citizens.

VIII.

Place: Dayton, Ohio.

Title of Course of Study: Social Studies.

Grades: V - VI - VII - VIII.

Date: 1927.

Type of Course: Fused Activity Course.

How Course Was Made: By 180 teachers in 73 committees who analyzed the community or city of Dayton, Ohio.

Basis for Selection of Material: From research of activities children were actually engaged in in Dayton, Ohio.

Note: An activity program has been planned in which the children really participate. Subject matter and activities are classified under three large headings: broadmindedness, cooperation, and service. The course contains a test for knowledge, but not of the habit, of broadmindedness. Celebration of holidays by agencies outside of school, not in school, is noted.

Civic Values: This course is well organized. The community was analyzed to find its civic weaknesses. Then the objectives were set up with the intention of overcoming the weaknesses discovered. The objectives are few and simply expressed in terms of desirable civic qualities. Other qualities which do not need special emphasis in that city have been subordinated to the few chosen for definite study. The material selected has been gathered from actual situations in which the children have been interested; then it has been placed under the proper objective. Unnecessary and useless material has been eliminated from the course, but much interesting cultural material has been eliminated also. Of course the latter can be supplied as additional material if it is considered desirable to do so.

VIII.

Place: Dayton, Ohio.

Title of Course of Study: Social Studies.

Grades: V - VI - VII - VIII.

Date: 1927.

Type of Course: Fused Activity Course.

How Course Was Made: By 180 teachers in 70 committees who analyzed the community or city of Dayton, Ohio.

Basis for Selection of Material: From research of activities children were actually engaged in in Dayton, Ohio.

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The subject material is planned to utilize the children's interests and energy. Things they can do are arranged in logical order in the course of study to provide motivation for further study; their interests encourage their activities; then the teacher can direct their activities to new stimulating material.

IX.

Place: Des Moines, Iowa.

Title of Course of Study: 1. History and Civics.

2. Geography

Grades: K -- VIII.

Date: July 1922.

Type of Course: Unit.

How Course Was Made: By committees (appointed by the Superintendent).

Basis for Selection of Material: Not given.

Note: Standards of achievements are given. Bibliography for children and teachers, also is given by separate subjects. Suggestions to teachers concerning methods of teaching are included. History predominates, but civic habits and civic understandings expected to be attained are listed.

Civic Values: Good civic objectives are stated, and suggestions for the teachers are also good. The outline of work to be studied is a long topical outline of knowledge to be acquired. A few problems are inserted, but there is no attempt to include any real activities. The problems are suggested as a means of reviewing work already studied. There is no mention of engaging in any civic enterprises.

In the history outline names of men are listed in several places for study, but nothing is said about studying these men to emphasize certain qualities which they possessed. Instead of that, the emphasis is upon some inventions they have been clever enough to make, or some high positions they have held.

The standards of achievement which are listed are of no civic value. They are concerned with some special ability connected with the subject

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II.

Place: Des Moines, Iowa.

Title of Course of Study: 1. History and Civics.

2. Geography

Grades: A -- VIII.

Date: July 1922.

Type of Course: Unit.

How Course Was Made: By committees (appointed by the superintendent).

Basis for Selection of Material: Not given.

Aims: Standards of achievements are given. Bibliography for pupils and teachers, also is given by separate subjects. Suggestions to teachers concerning methods of teaching are included. History predominates, but civic habits and civic understandings expected to be attained are listed.

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The standards of achievement which are listed are of no civic value. They are concerned with more special ability connected with the subject.

Boston University
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studied, such as the ability to make an outline, to tell the contributions of certain people, to connect given dates with appropriate events, to be able to use given terms, or to arrange a list of references for certain topics. Naturally standards of achievement should contain some suggestion of achievement in citizenship or civic qualities when they are so emphatically stated in the objectives at the beginning of the course.

The history outline is really an account of the material progress of America. The geography outline is an account of the physical features of the earth and the industries in which people are employed. Any definite training for improving citizenship and worthwhile qualities is meagre.

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X.

Place: Lakewood, Ohio.

Title of Course of Study: History and Civics, Geography, and Vocations.

Grades: VII - VIII - IX.

Date: 1925.

Type of Course: Separate Subject.

How Course Was Made: By committee.

Basis for Selection of Material: To develop the aim of citizenship.

Note: Worthwhile aims are clearly stated. Separate references for boys and for girls, as well as general references are given. Special topics are given for the pupils "to look up and think out".

Civic Values: The fundamental aim of this course is citizenship, but the only quality emphasized is "thrift" which is taught in grade seven. This quality is studied again in grade eight in connection with the conservation of our forests. If thrift is carried too far, it can become a menace. I do not mean to imply that conservation of our forests is a menace. Teaching thrift is very good, but other qualities need some place in the course of study too, and other civic qualities which are just as important in making a well-balanced life are not mentioned.

The suggestions for the study of current events are very few, and they are too general to be of much value. There is no provision for activities which are worthwhile. The forms of city, state, and national government are in the outline for grade eight. These are studied for organization and function. To study them for the purpose of learning the elements of good citizenship would be better. Social and economic problems are provided, but the type of work which is given is depressing. The

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entire outline on social problems consists of problems which are grouped around defectives -- the physically, mentally, and morally handicapped; and the economic problem is dominated by the idea of getting money. If the subjects studied were of a different nature, good civic values could be secured. The time is spent in studying about the defective people who are in the minority in any community, and little is really being done to make better citizens of the large number of normal people who have the freedom of the city. This is contrary to the aim set forth in the course, which is to help the pupils "to learn to accept the limitation which 'the greatest good to the greatest number' may impose upon them." (page 5) The economic problem of thrift is similarly pursued. More citizenship qualities could be furnished through studying the civic purposes for which money could be spent and the amount of good which could and should be done with it than through studying how a city can get money. Much depends upon the use to which money is put. If subjects are pursued with the wrong aspect predominating, the purpose of the study is defeated thereby. Throughout the entire outline the wrong attitude is taken. The course is constructed with the idea of what other people and other agencies have done or are doing for the child foremost in mind. It should consider what the child can do for himself, for other people, and for other agencies in the present and in the future. Little space is given for improving the quality of citizenship the child shall derive from his studying.

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CHAPTER V.

RESULTS OF THE STUDY

Criteria Used for Judging the Courses

During the readings made in connection with this study I have noted from various sources points which I considered should be found in good courses of study in the social studies. From these notes I have arranged the following twenty-five questions which may be answered by yes or no. These will serve as guides in evaluating the courses of study and they will also aid in the tabulation of results shown on the chart following the questions.

Questions

1. Are aims and objectives stated?
2. Are some civic aims and objectives included?
3. Does the course show that civic weaknesses of the community were considered?
4. Does the course develop the civic aims and objectives stated?
5. Is there provision for children's interests?
6. Does fact knowledge dominate the course?
7. Does government structure dominate the civics course?
8. Does the course provide for civic teachings to carry over into community life?
9. Does the course provide for discussion of local civic problems?
10. Does the course provide for discussion of state, of national, or of international problems?
11. Are the activities included of particular civic value?

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9. Does the course provide for discussion of local civic problems?
10. Does the course provide for discussion of state, of national, or of international problems?
11. Are the activities included of particular civic value?

12. Does the course provide for forming good civic habits and attitudes?

13. Are civic ideals presented in the course?

14. Are specific traits and habits selected for emphasis?

15. Is there provision for studying worthwhile characteristics of past and present men and women who were leaders in their time?

16. Is there provision for celebration of civic holidays? Programs?

17. Are any rewards offered for improvement in citizenship?

18. Are enumerations of sources of civic help, community organizations, current magazines given?

19. Are there any references to materials of civic value in other subjects?

20. Are type lessons in civics given to stress civic values?

21. Is there group organization to develop leadership, cooperation, tolerance?

22. Is there group organization to provide for individual types and capacities?

23. Are there tests to find civic values the pupils have received?

24. Is school organized on self-government plan?

25. Are trips to public buildings and meetings included?

Tabulated Results of Analysis

	Salt Lake City	Toledo, Ohio	N. H. - State	N. J. - State	Berkeley, Cal.	Horace Mann	Baltimore, Md.	Dayton, Ohio	Des Moines, Iowa	Lakewood, Ohio
1. Aims stated? (general	.	.	.	.	.	.	.	.	.	.
(specific	x	.	x	x	.	.	.	.	.	.
2. Civic aims included?	x	x	.	x	.	.	.	.	.	.
3. Community weaknesses considered?	x	x	x	x	x	x	x	.	x	x
4. Course develop its civic aims?	x	x	x	x	x	.	x	.	x	x
5. Provision for children's interests?	.	.	x	x	x	.	.	.	.	x
6. Fact knowledge dominate course?	.	.	.	.	.	x	.	x	.	.
7. Government structure dominate civics?	.	.	.	.	.	x	.	x	.	.
8. Civic teachings carry over into life?	x	x	x	x	x	.	x	.	x	x
9. Discussion of local civic problems?	x	x	x	x	x	.	.	.	x	.
10. Discussion of state, national problems?	x	.	x	x	x	.	.	.	.	x
11. Activities of particular civic value?	x	x	x	x	x	.	x	.	x	x
12. Forming good civic habits and attitudes?	x	x	x	x	x	.	x	.	x	x
13. Civic ideals contained?	x	x	x	x	x	.	x	.	.	x
14. Specific traits and habits?	x	x	x	x	x	.	x	.	x	x
15. Study of past and present leaders?	x	.	x	x	x	.	x	.	x	.
16. Celebration of civic holidays?	x	x	x	x	x	x	x	x	.	x
17. Rewards for civic improvement?	x	x	x	x	x	x	x	x	x	x
18. Sources of civic help?	x	x	x	x	x	x	x	.	x	x
19. Civic materials in other subjects?	x	.	x	x	.	.	x	.	.	.
20. Type lessons stress civic values?	x	x	x	x	x	x	x	x	x	x
21. Group organization-for leaders, etc.?	x	x	x	x	.	.	x	.	x	x
22. Group organization-for individual types?	x	x	x	x	.	.	.	x	x	x
23. Tests of civic values acquired?	x	x	x	x	x	x	x	x	x	x
24. School on self-government plan?	x	x	x	x	x	.	x	x	x	x
25. Trips to public buildings and meetings?	.	x	.	x	.	.	.	.	.	.

These are the same questions which are listed under Criteria for Judging the Courses.

The dots represent yes.

The crosses represent no.

Tabulated results of analysis

	Sale Lake City	Ogden, Utah	Salt Lake - Ogden	Salt Lake - Ogden	Weber, Utah	Rocky Mtn.	Mountain, Wy.	Oakland, Calif.	Lansing, Mich.	Lansing, Ohio
1. Aims stated? (general	.	.	.	.	.	.	.	.	.	.
(specific	.	.	x	x	.	.	.	.	.	.
2. Civic aims included?	x	x	.	.	.	.	.	.	.	.
3. Community weaknesses considered?	x	x	x	x	x	x	x	.	x	x
4. Course develop its civic aims?	x	x	x	x	x	.	x	.	x	x
5. Provision for children's interests?	.	.	x	x	x	.	.	.	.	x
6. Fact knowledge dominate courses?	.	.	.	.	.	x	.	x	.	.
7. Government structure dominate civics?	.	.	.	.	.	x	.	x	.	.
8. Civic teachings carry over into life?	x	x	x	x	x	.	x	.	x	x
9. Discussion of local civic problems?	x	x	x	x	x	.	.	.	x	.
10. Discussion of state, national problems?	x	.	x	x	x	.	.	.	.	x
11. Activities of particular civic value?	x	x	x	x	x	.	x	.	x	x
12. Forming good civic habits and attitudes?	x	x	x	x	x	.	x	.	x	x
13. Civic ideals considered?	x	x	x	x	x	.	x	.	.	x
14. Specific traits and habits?	x	x	x	x	x	.	x	.	x	x
15. Study of past and present leaders?	x	.	x	x	x	.	x	.	x	.
16. Unfolding of civic problems?	x	x	x	x	x	x	x	x	.	x
17. Records for civic improvement?	x	x	x	x	x	x	x	x	x	x
18. Sources of civic help?	x	x	x	x	x	x	.	x	x	x
19. Civic materials in other subjects?	x	.	x	x	.	.	x	.	.	.
20. Type lessons stress civic values?	x	x	x	x	x	x	x	x	x	x
21. Group organization-for leaders, etc.?	x	x	x	x	.	.	x	.	x	x
22. Group organization-for individual types?	x	x	x	x	.	.	.	x	x	x
23. Tests of civic values adequate?	x	x	x	x	x	x	.	x	x	x
24. School on self-government plan?	x	x	x	x	x	.	x	x	x	x
25. Trips to public buildings and meetings?	.	x	.	x	.	.	.	.	.	.

These are the zero questions which are listed under Criteria for Judging the Courses.

The dots represent yes.

The crosses represent no.

The preceding chart is interpreted under the following topics: Aims, Emphasis, Formation of Civic Qualities, Aids and Tests, General, Courses of Civic Value, and Summary.

Aims. From the chart we see that all the courses studied presented aims for the social studies and seven of them included civic aims. But, after the civic aims were stated, five of those seven courses made no persistent effort to develop the aims set forth. Of the three courses which had no civic aims and made no attempt to develop good citizenship, two were state courses where their influence spread over an entire national, political division. This produces a deplorable condition because the state has jurisdiction over all the schools within its boundaries. Its influence could reach out to a large number of pupils. Therefore, state courses should be much better than city courses, because they affect so many more of its youthful citizens. State courses should be definite, well-organized, and well-developed, if they are to be valuable in improving the quality of the citizenship of its people. Both state courses (New Hampshire and New Jersey) examined were filled with generalities and suggestions instead of with definite helpful material which would be useful for teachers of the state.

Only one course considered the weaknesses of the community in the selection of its objectives, and only two courses really seemed to make any progress in developing the civic objectives stated in it.

Emphasis. Eight of the courses placed their emphasis on acquisition of fact knowledge in history and geography and on knowledge of government structure in civics. Provision for children's interests were along the line of interest in facts.

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Only one course considered the weaknesses of the community in the selection of its objectives, and only two courses really seemed to make any progress in developing the civic objectives stated in it.

Emphasis. Eight of the courses placed their emphasis on acquisition of free knowledge in history and geography and on knowledge of government structure in civics. Provision for children's interests were along the line of interest in tests.

Formation of Civic Qualities. Eight of the courses studied provided little or no opportunity for training in good citizenship. Two of these eight contained what were termed local civic problems and three of them contained state or national problems, but a large proportion of the problems were not real problems at all; they were merely good questions. In these eight courses the few activities mentioned were stated in such general terms that they were of very little civic value. There were not enough given to develop good civic habits and attitudes or to place ideals before the pupils. Most of the activities mentioned were merely ways of reviewing subject matter in history and geography. They were not civic activities because the pupils were not working on material which had civic value. There was provision in most of the courses for making trips to civic buildings and meetings, but I could find no way in which the knowledge acquired on the trips was used. No attempt was made to organize the schools on a self-government plan and few civic enterprises were engaged in, so there was little chance for civic teachings to carry over into life.

Aids and Tests. Few suggestions were given for materials which could be obtained from other sources. There was no connection with any civic organizations outside of the schools; no type lessons were given which would show the way to develop civic qualities; and the only references, outside of those which were strictly historical or geographical, were from literature or drawing (of maps). No means of testing the degree to which civic qualities were possessed were given in any of the courses of study.

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General. There was no evidence of recognition of any civic holidays, studying the qualities in the character of leaders (though the names

of many leaders were listed), or rewards for improvement of qualities of citizenship. No consideration of poor qualities which should be avoided or replaced by good ones was seen in the courses.

Courses of Civic Value. The above pertains mostly to the eight courses mentioned at the beginning of this interpretation. The Dayton, Ohio and Horace Mann School Courses of Study had civic value. Both courses sought to develop citizenship: they set up objectives and arranged the materials to develop the objectives. The Dayton Course was unique since its objectives were chosen because of definite civic weaknesses in the city which were determined by studying the communities. The Horace Mann School Course of Study made no provision for rewards for civic qualities which pupils obtained, but there are marks in citizenship on the pupils' report cards used in that school.

Summary. Eight of the ten (or eighty per cent) of the courses showed that little attempt was made to improve citizenship. Though civic objectives were set up in most cases, the outline of the course emphasized knowledge of facts almost exclusively. Activities and problems were inadequate, closely connected with subject matter of history and geography and not of much civic value. There was too much emphasis on history and too little on civics. What civics material was included was study of forms of government. There was little provision for activity which would result in better citizenship, little discussion of vital civic problems, and little opportunity to cultivate civic qualities. Literature was the only contributory subject which was used in connection with the social studies courses. No contacts were made with civic organizations outside of school.

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Leaders were not studied for their qualities, but for some outstanding contribution. The Dayton, Ohio and Horace Mann Courses of Study have developed the objectives included in them; they have provided activities for participation and group work for improvement in citizenship. These two courses are considered by the writer to be the only ones which really could be called organized for the purpose of improving citizenship.

Results and Conclusions

This study shows that the courses of study do not develop the objectives which the supporters of the social studies present as justification for teaching them in the public schools. They do not provide for training in citizenship and they do not provide for strengthening civic qualities. The aims are set up very well, but the outline of materials does not develop them. The aims are idealistic, but the purpose of citizenship is defeated by the type of subject matter (fact knowledge) studied and type of program (no activity) used. Analysis shows we think in ideals, but we teach facts.

The course in Dayton, Ohio is truly organized to emphasize civic virtues, but this is the only course analyzed which was arranged to correct any weakness of the community or really meet the community's needs. It is the only one in which the community has been analyzed to find the objectives for the course. Many of the courses provide to some extent for the children's interests though frequently that interest has to be accompanied by an interest in history. This study shows that the old type of civics in which departments of government were the principal subjects for study are still in use, but some of them have taken the name of community civics. The key word of the Horace Mann program is "participation": real activity is provided throughout its entirety. With the exception of the courses of Dayton, Ohio, and the Horace Mann School, there is little attention given to the intentional development of the civic values proposed in the aims. There seems to be a tendency to hope that these civic qualities will be evinced through association of the mind with certain parts of historical material. It may be that course of study makers think they have fulfilled

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this requirement when they include the study of lives of worthy leaders and their contributions to the world. It is surprising to find that little attention is given to celebration of civic holidays for most teachers prepare special programs for each as it comes.

There is no evidence in any of the courses of any attempt to overcome some of the greatest evils of modern society: lawlessness, crime, class and race enmity, etc. Surely these are important enough to receive some attention.

Much is said in favor of the use of student self-government to achieve good citizenship, but as far as could be discovered the Horace Mann School is the only one in the list which is organized in accordance with that scheme. Most courses favor group organization for various purposes as working out problems, performing activities, and for social purposes in clubs, debates, etc., but the organization of the school retains its old form most of the time.

Our testing programs have made great progress in testing fact knowledge, but little has been done in testing habits or attitudes. They seem to be so elusive that they cannot be objectively measured, and they produce such complex reactions that they are almost incapable of being measured at all. Yet unless some way of evaluating the progress made in the strength of civic qualities can be found, it cannot be definitely known that the social studies do play any great part in educating pupils in citizenship. The qualities and civic interests of good citizens have been selected, but it is of great value to be able to check the extent to which they are possessed. Harold O. Rugg has considered scales for measuring civic qualities.[1] There is the Upton Chassell Scale[2] for measuring the <u>importance</u> of habits of

[1]Harold O. Rugg, "Rating Scales for Pupils' Dynamic Qualities", School Review, XXVIII (May, 1920), pp. 337-349.
[2]Clara F. Chassell and others, "Short Scales for Measuring Habits of Good Citizenship", Teachers College Record, XXIII (January, 1922), pp. 52-79.

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good citizenship, and the Dayton, Ohio course[1] contains a test for the knowledge of broadmindedness the child has, but there is no way of discovering the habits of broadmindedness he possesses. Most courses mention prominent men and women in history, but their biographies and contributions to society are not noted.

The good courses mentioned at the beginning of this section contain much material which an alert progressive teacher can find very valuable in the daily lesson planning for her class. The type of discussion is left to her discretion. It makes no difference by what means a subject is introduced, whether by problem, project, activity, or experience. The caption is of no importance if it serves the purpose of producing alert citizens who possess initiative, strength, and courage to live useful lives in helping mankind. David Snedden says: "Sociologists have already made large progress in diagnosing social deficiencies; but educators have as yet made practically no use of that knowledge in defining objectives of school procedure to counteract these."[2] This is most often so, but when the objectives are defined in terms of social lacks, the rest of the course of study either fails to provide enough material to positively counteract and unroot the undesirable evil of society which was diagnosed, or only indirectly makes any provision at all.

The underlying principles influencing any reorganization should be discovered through analysis of present conditions to find the defects in the civic life of American people as it is spread before the American educators. Then such changes should be made in the present educational system as the results of the analysis reveal to be essential, and reorganized courses would be more valuable to education. There must be a constant

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effort "to shape appreciations, ideals, sentiments, attitudes of learners"[1] toward the social virtues, but tact is quite necessary in creating social opinions and securing character values through the social studies.

If much time is spent in learning facts only, it is not spent profitably, for after a few years that fact knowledge has slipped away and little of value is left, but if comparisons, contrasts, judgments and evaluations have been made along with the learning of facts, the mind has been developed in these types of its behavior, and the training acquired in these processes will be of value throughout an entire life. Only through the discussion of social, political, and economic situations or problems which are being at that time discussed in the homes, communities, and in fact in the entire world outside the school itself, can the school provide opportunities for pupils to really think for themselves about any vital current topic. In this connection much interest may be aroused through debating certain questions because both sides of a problem must be viewed simultaneously in this form of procedure. Care must be taken that the matter doesn't get beyond proper bounds and become a heated argument.

It is very easy for a teacher to emphasize the knowledge of facts because the results of her labors can readily be seen, tested, and evaluated. This looks well for both teacher and pupils. Even so, the intangible, unmeasurable learnings are vastly more important for the emotional reactions of a person determine his whole being. Emphasis must be shifted from these immediate results, important though they may be, to the assimilation of permanent habits, ideals, attitudes, and emotions, which must be sought diligently and continually because they are most valuable when good, and to the removal or displacement of those which must be replaced because they are

[1]David Snedden, "Liberty of Teaching in Social Studies", School and Society, XIII (February 12, 1921), p. 186.

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most pernicious when bad. The teacher must be keen in this type of work to provide opportunities whereby fundamental principles are recognized and accepted by the pupils as truths. But even more must be done before the work in citizenship is really of value: the pupils must be guided not only to know the fundamental truths but to try to find them in new problems, and, having found them, to have the strength to stand by them in all situations and at all times, no matter how difficult it may be.

Regardless of what course of study is followed, the teacher must furnish the special adaptation to the civic capacities, attitudes, and intelligence of the children in the group. It must always be foremost in her mind that she is teaching the children, not the subject in the course of study. The latter is merely intended as an aid. The inner nature of the child must be reached and guided for his emotional reactions prompt his mental decisions. Though this is especially true of children, it must be admitted that few adults do real thinking so they are swayed by the emotions of themselves and of those with whom they may associate. "Purposeful activity in a social situation and under wise guidance"[1] summarizes the procedure in the social studies. Probably John Dewey is the foremost advocate of experience for growth and development. The child "gains a sense of the duties and privileges of citizenship, not by a passive acceptance of what he is told, but by a reconstruction of his old notions or habits of thought, and this process of reconstruction is a process of thinking."[2]

Since the school must have as its first objective the welfare of the people in aiding them to become better citizens, greater care must be taken in selecting material for the course of study in the social studies than in other departments of education. Subject matter must be selected on the

[1]Isaac L. Kandel, "Twenty-five Years of American Education", p. 89.
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[1] Jesse I. Bradel, "Twenty-Five Years of American Education", p. 35.
[2] Boyd H. Bode, "Modern Educational Theories", p. 310.

basis of "local needs and opportunities"[1] and courses of study must be arranged "if not for individual pupils, then for groups or majorities."[1] This in reality means that the community must be analyzed to see when it fails to meet the requirements for good citizenship, and then the course of study must be planned to raise the children of the community to a higher level of citizenship than existed there before. Courses arranged for a city or rural school system must frequently be adapted to meet the needs of the local community or to appeal to the interests or abilities of the children in that community.

The Americans in the pioneer days had great faith in the school (and the church) to lead them to the high place among the nations of the world which they now hold. In addition to this inheritance of faith "there is an intense national earnestness, which will convey this people to a future that is as yet but dimly perceived and understood."[2] The modern era is characterized by the spirit of restlessness and change. It is fraught with disorder and crime. It is peculiar in this country that since the Pilgrims first came the public schools have been the means and source of inspiration to the people. To them they look to solve the problems which arise in their community and through the next generation the evils of the past are expected to be removed.

I cannot close without a few words about the attitude of the teacher upon whom so much depends. Just as the kind of teacher determines the kind of school, so the kind of school in its turn determines the kind of city, state, and nation. The teacher must regard her work as a fine art, and she must possess the civic virtues which are considered ideal. Pupils and citizens alike may obtain valuable impressions through association with the

[1]Thomas H. Briggs, "The Junior High School", p. 165.
[2]R. E. Hughes, "Making of Citizens", p. 265.

basis of "local needs and opportunities"[1] and courses of study must be arranged "if not for individual pupils, then for groups or majorities."[1] This in reality means that the community must be analyzed to see when it fails to meet the requirements for good citizenship, and then the course of study must be planned to raise the children of the community to a higher level of citizenship than existed there before. Courses arranged for a city or rural school system must frequently be adapted to meet the needs of the local community or to appeal to the interests or abilities of the children in that community.

The Americans in the pioneer days had great faith in the school (and the church) to lead them to the high place among the nations of the world which they now hold. In addition to this inheritance of faith "there is an intense national earnestness, which will convey this people to a future that is as yet but dimly perceived and understood."[2] The modern era is characterized by the spirit of restlessness and change. It is fraught with disorder and crime. It is peculiar in this country that since the Pilgrims first came the public schools have been the means and source of inspiration to the people. To them they look to solve the problems which arise in their community and through the next generation the evils of the past are expected to be removed.

I cannot close without a few words about the attitude of the teacher upon whom so much depends. Just as the kind of teacher determines the kind of school, so the kind of school in its turn determines the kind of city, state, and nation. The teacher must regard her work as a fine art, and she must possess the civic virtues which are considered ideal. Pupils and citizens alike may obtain valuable impressions through association with the

[1] Thomas H. Briggs, "The Junior High School", p. 105.
[2] R. E. Hughes, "Making of Citizens", p. 203.

sympathetic, worthwhile, dynamic personality of the teacher who is a real asset to the community where she daily guides and encourages the youth as they strive to be good citizens. The worth of the teacher cannot be minimized in this great struggle, for through her earnest and ceaseless endeavors the future may reveal what blessings it holds for the people. While the teachers with the aid of religious and civic agencies are exerting all their efforts, their success lies only with God through Whom all things are possible. "An intelligent, interested, helpful body of citizens willing to cooperate for the good of all, can make America's future even greater than her splendid past."[1]

[1]Blachly and Oatman, "Everyday Citizenship", p. 224.

sympathetic, warmhearted, dynamic personality of the teacher who is a real asset to the community where she daily guides and encourages the youth as they strive to be good citizens. The work of the teacher cannot be minimized in this great struggle, for through her earnest and conscious endeavors the future may reveal what blossoms it holds for the people. While the teachers with the aid of religious and civic agencies are exerting all their efforts, their success lies only with God through whom all things are possible. "An intelligent, interested, helpful body of citizens willing to cooperate for the good of all, can make America's future even greater than her splendid past."[1]

[1]Blanchy and Greene, "Everyday Citizenship", p. 222.

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